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Eleventh Biennial Report

OF THE

Board of Trustees and Superintendent

OF THE

Arkansas School for the Blind

TO

His Excellency, Thomas J. Churchill,

GOVERNOR OF THE STATE OF ARKANSAS,

FOR THE

Two Years Commencing October 1st, 1880, and Ending September 30th, 1882.

LITTLE ROCK:
PRINTED BY MITCHELL & BETTIS, STATE PRINTERS.
1883.

OFFICERS OF THE INSTITUTION.

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REPORT

OF THE

Trustees of the Arkansas School

FOR THE

EDUCATION OF THE BLIND.

To His Excellency, T. J. Churchill, Governor of Arkansas:

SIR:—The Trustees of the Arkansas School for the Education of the Blind, in compliance with the provisions of an act of the Legislature, respectfully submit the eleventh biennial report for the two years ending September 30, 1882, this being the twenty-fourth year of its corporate existence.

We take this opportunity to tender your Excellency, as well as to your liberal and humane predecessors, our sincere thanks for the generous consideration and cordial support, personal and official, which this institution has always received, the enlightened and generous manner, with earnest promptness, its importance and wants have been conveyed to the Legislature for a sufficient support, and to express the hope that it may be continued. We feel that our work is a good one and deserves all aid and encouragement from those who sympathize with the helpless and unfortunate.

For a detailed statement of the management, the present condition and the estimated appropriations required for the support, the future growth and prosperity of this eminently worthy institution, the trustees would respectfully refer to the carefully prepared report of the Superintendent, herewith submitted, and would invite special attention to his suggestions in relation to inadequate appropriations, showing that "there is a withholding that tendeth to poverty." One of its fruits is that of falling in debt, an exhibit of more than one thousand dollars short, under rules of the strictest economy, presenting the alternative of curtailing the school session, or withholding benefits provided by law for the schools of seeing children.

We learn by reports from the several institutions abroad that no State appropriates so little as our own for the support and instruction of the blind. Generally it is $200 or more per pupil. New York appropriates $240 per pupil. Here for six years it has been cut down to $150 and limited to 33 pupils, excluding many others who were justly entitled to the same treatment. The last Legislature omitted the embarrassing limitation and now there are enrolled and booked for admission 66 pupils, and still they come, involving the necessity for renting rooms outside at a cost of $500 per annum. The Superintendent, Professor Patten, has had more than 20 years experience in managing the affairs of this institution, and his skill and habits of economy are proverbial, giving assurance of a proper and faithful disbursement of funds in the future. We agree with him in asking for an appropriation of $200 per pupil, which is designed to cover all the ordinary expenditures for the support of the institution, except salaries; and for salaries of officers and teachers and contingent expenses, for books, musical instruments, etc., $6,000 per annum. Herein is required an expenditure for a musical training, pianos and expert teachers that does not attach to Deaf Mute estimates, for they have no ear for music, equal to

$1,000 in favor of the former, which amounts asked for we trust will meet your approval and favorable mention to the incoming Legislature.

Other important matters are spoken of in the Superintendent's Report to which we invlte your attention and favorable consideration. The census returns for 1880 reveal the fact that there are over 900 blind persons in this State. Of those entitled to educational benefits, under 30 years of age, there are 338; white 280, colored 58, the names, age, sex and residence given, exclusive of the inmates of this school. Heretofore the number of blind persons in the State was estimated at about 500, underrated by several hundred. In 1874, being inquired of, the trustees submitted to the constitutional convention their several reports—the then provisions made for their care and education on the grounds here represented—the plan and specifications of a main building contemplated, and the prospective wants in that behalf, and in consideration thereof, they engrafted in the constitution of 1874 as paramount law, the following: "Article 19, Sec. 19, it shall be the duty of the General Assembly to provide by law for the support of institutions for the education of the Deaf and Dumb, and of the Blind, and also for the treatment of the Insane."

The first step in providing for the education of the indigent blind is the erection of suitable buildings. The Insane Asylum has recently been provided for by a very liberal appropriation, and the constitutional provision has been complied with as relates to the Deaf Mute Institute by an appropriation of $20,000 for buildings and 112 acres of land, comprising the beautiful eminence on which their stately edifice stands in view of the city, and from sales in part of these lands they were enabled to put up their second large and commodious building; while for the Blind Institute, its senior more than twelve years, there has been no appropriation for building pnrposes, but simply an appropriation of $7,000 for the purchase of suitable lands,

fencing, etc. The present brick building was erected for a workshop, as a sort of appendage to the main building, and the several shaky, unfinished wood buildings were for temporary use, to save an annual rental of $1,000. Those buildings were paid for by the economical use and savings from the appropriation for current expenses. The rooms never were suitable for school purposes, and for the increased applicants the past year, resort was had to rented premises outside, and the aforesaid census returns, showing the blind of school age, will justify the earnest appeal for the main building as set forth in detail in the Superintendent's Report, with plan and specifications.

It was part of the plan in removing the Institute and locating near this city, under the eye of the Legislature, to erect a building, adequate in dimensions, at a cost of about $100,000. The site is commanding, at the head of Center street, (the capitol in view a mile away at the other end,) so elevated as to strike the eye from every approach to the city, reflecting the highest honor upon the State. Of late on consulting learned architects, plans have been matured sufficient for present use at an estimated cost of $50,000, an amount which we trust will be cheerfully granted by the incoming Legislature, in view of the constitutional provision, and the exhibit made by the late census returns. The blind children are mostly of indigent parents, unable to give them an education. They are properly wards of the State. It has come to be a settled principle that in considering the duty of the State to see that the people are educated through the common school system, the claims of the blind are equal with those of the seeing. Provision for their education is no longer held to be an act of charity, but as a duty imposed in accordance with established principles of political economy, shown in the business capacity and self-supporting graduates returned to society from this Institution, as well as the capabilities of the undergraduates,

as appears from the several reports of committees in attendance on examination.

It is but just, for it is due that the Trustees express their high opinion of the energy, faithfulness and care with which Professor Patten, the Superintendent, has discharged his onerous duties, and also of the fitness and fidelity of the sub-officers and teachers under him.

The origin and growth of this first organized effort to better the condition of the State's blind has an interesting history, that should be recorded for admonition and encouragement.

Our Superintendent, Mr. Otis Patten, for reason of a defective sight, was educated at the Perkins' School for the Blind, in the city of Boston, Mass., under the renowned Dr. Howe, the originator and founder of the American School System for the education of the blind, contemporary with Horace Mann, the founder of the Common School System for the seeing. The marked men of the times, wherein the people had reached a point of developement requiring new systems of progress, the working of Providence produces the men, moulded and cast for the occasion. This was the method at the begining of all benevolent enterprises, and its authors should be kept in rememberance, especially the originators of ways to educate and give an insight to the blind.

Some of the accomplishments of Dr. Howe were mentioned in a former report. The success of his enterprise gave him a marked character, honored throughout the civilized world. His method to interest the public and obtain support was to exhibit the capabilities of his pupils before the Massachusetts Legislature. The writer witnessed one of the early exhibitions given more than forty years ago, which excited wonder and admiration, in advance of Seeing Schools. The youthful Patten, our present Superintendent, was a pupil there, and gained special favor for his attainments and proficiency. Such an interest was excited

that the State adopted the enterprise, and appropriated $300 per annum for indigent pupils, with permission to enter from other States. Young Patten entered from the State of Maine, paying his own way, and thus acquired a peculiar fitness for an educator of the blind, that has served him, and the blind of his generation so well. On graduating, Dr. Howe put on him the distinguished mark of an Organizer, which was afterwards put in practical use—a living example of the public benefits derived from an education taught in schools for the blind.

His tact and ability as an organizer appear in after years in projecting and organizing the Kentucky Institute for the Blind, which he commenced, and which, in connection with his elder brother, taught for twelve years, pursuing a method so satisfactory and so confided in by the people, that the Legislature appropriated about $100,000 for a stately edifice and surroundings, far in advance of other western States, so honorable to the construction and public spirited people, that when Congress donated a quarter of a million dollars for printing in raised letters, they located therewith, so that to him that hath is given much, and from him that hath not, shall be taken that which he hath—the latter strikingly illustrated in taking from the Arkansas School a construction fund hereinafter mentioned.

Being further fitted by practical experience, his steps were directed to Arkansas. He located at Arkadelphia, in 1859, collected a class of seven blind children, and from his own resources, skill and energy, planted and cultivated the germ, watered by private contributions, which has grown to its present importance in fruit bearing—a permanent fixture to the State, having by a constitutional provision taken it under her patronage and fostering care.

The beginnings were small and progress slow. Its importance in the new State not well understood, consequently the sympathies of the public had to be enlisted to benevolent enterprise in behalf of the helpless blind sleeping in

darkness. The success of the undertaking required rare courage, tact and ability, (of a cast like that of Dr. Howe, the originator,) traits which were given to the work, and with his class of seven blind pupils, learned in letters, and the arts, he moved on the hearts and understanding of the people. In an exhibition given at Camden, in 1860, the writer witnessed the showing made by the learned preceptor and his class, and the impression made, giving assurance of success; and thus encouraged with a liberal contribution, he proceded with his accustomed industry and energy, to work up the Institution at Arkadelphia, fully competent from his own attainments to judge of its value as a branch of the Common School System.

While at Arkadelphia in 1863, an advance had been made to 17 pupils, when the war destroyed the school for about three years. By an appropriation in 1866, a building and grounds were purchased, costing $4,000, which was subsequently captured by the State, sold, and the proceeds wrongfully paid into the State Treasury. We trust it may be returned by proper legislation. When hostilities ceased, the school came together with 28 pupils. Afterwards, in 1868, there appearing good cause, the Institution was removed to Little Rock. The experience from ten years of its primary existence, the graduates returned to their homes, trained to habits of industry, experts in the mechanical arts, equal to self-support, and exemplary citizens—actual producers to the aggregate wealth of the State—results shown from the faithful, energetic efforts of Superintendent Patten, with larger prospective benefits, moved on the Legislature to treat this Institute with special favor, and besides sufficient support on rented premises, appropriated $7,000 to purchase suitable lands, to enclose and lay out the grounds, a fund so well managed and expended as to make a property valued at $30,000. Here the Trustees were instructed to treat on the prospective erection of a main building, arranged for 125 pupils, and the temporary construction was

to save $1,000 per annum rent for the adjoining "Fulton Mansion," a saving equal to $13,000 to the present time, but held on conditions limited in its designed sphere of action, still, by the experience peculiar tact and economy of the Superintendent, the generous aid and forbearance of citizens its standard for usefulness has been maintained.

Thus has the eminent fitness, and accomplishments of Superintendent Patten passed in review, and the success thus far attending this humane and benevolent enterprise, that in soliciting further and increased appropriations, (especially for the main building,) gives assurance to the public that the cause is worthy of legislative fostering care, and its liberal provisions will be alike properly applied and prudently managed. The Superintendent has very properly treated on the importance of an appropriation for the main building, and a review of the several steps taken in that direction—all of which failed for causes beyond the control of the Trustees.

We are prompted to make this lengthened report and earnest appeal in behalf of the blind wards of the State, by the very just and appreciative report of a committee put upon the inquiry—three of our most worthy and intelligent citizens, educated artizans, practical manufacturers and merchants, from which we extract the following:

To the Trustees of the Arkansas School for the Blind:

GENTLEMEN: We, the undersigned, your committee, appointed to examine and report upon the domestic and industrial departments of this Institution, would respectfully submit the following:

Under the guidance of Otis Patten, the Superintendent, we made a thorough examination, and found as follows: Eight acres of beautifully lying land, cammanding a fine view of the entire city, and thereon buildings scarcely more commodious than are frequently occupied by a single private family with servants, and these buildings of so inferior construction as to be illy adapted for habitation. * * *

In these poorly furnished quarters we found forty-four pupils, besides sixteen officers, teachers and employees, for the support and maintenance of whom the small allowance of $12.50 per pupil per month is made. From this must be provided medicines, tools, servants' hire, repairs, books, school apparatus, musical instruments, fuel, and board of pupils, teachers and servants. We found that with so unsuitable quarters and meagre means there was a happy home for the occupants. It takes tact and skill, coupled with the severest economy to make it so, but so it is. * * *

We would therefore recommend, gentlemen, that you and all the friends of the Institution, at once set to work with the view of obtaining from our next General Assembly a sufficient appropriation to erect suitable buildings. At the head of Center street should be erected an edifice that will supply the wants of the Institution for years to come.

It ill becomes a great and growing State to suffer her oldest benevolent institution to drag on year after year with the present makeshift, when a trifle would suffice. Fifty thousand dollars would erect this building and repair those now occupied. This amount, we believe, with proper effort, can be obtained. Both economy and humanity demand it. The comfort and happiness of these people depend upon it. See Appendix B.

We appreciate the implied delinquency suggested by the generous public spirited committee, but we have stated reasons in former reports that the Trustees delayed urging the promised appropriation for the construction of a suitable building. Now the improved condition of a generous people and the finances of the State, we trust will warrant the fulfillment of these expectations, by appropriate legislation under favor of your Excellency in the cause of education.

Respectfully submitted,

LIBERTY BARTLETT,
R. L. DODGE,
ANDREW HUNTER,
Trustees.

SUPERINTENDENT'S REPORT.

To the Board of Trustees:

GENTLEMEN—It again becomes my duty to lay before you the record of our school for two years;

Notwithstanding limited means, want of room and other drawbacks, the past two years have been prosperous ones. More new pupils have been received than ever before in the same length of time, and a greater number have been sent out to try their hand at self-support.

The same busy round of study, music, labor and physical training has been pursued with the earnest aim each year to reach a higher plane than we occupied the preceding one.

NUMBER OF PUPILS.

	Males.	*Females.*	*Total.*
Enrolled at date of last report.....	16	16	32
New pupils admitted.....	20	14	34
Re-admitted.....	1		1
Aggregate.....	37	30	67
Discharged.....	15	7	22
Died.....	.....	1	1
Number enrolled October 1, 1882....	22	22	44
Applications for admission.....	10	12	22
Number to be provided for.....	32	34	66

Officers and teachers have cordially united in all efforts to secure the improvement, welfare and happiness of our charge; and the pupils, with few exceptions, have manifested their appreciation of our efforts by striving to make the best use of their privileges; I say with few exceptions,

for it must not be supposed that the blind, any more than the seeing, are all studious or all amiable. We, like other teachers, have to contend with laziness, stupidity and stubbornness; but I am happy to be able to say that these have been exceptions, not the rule.

Many of those who have recently left seem to be doing well. Several are teaching music, and write encouragingly of their prospects. Others are working at their trades; one man, thirty-seven years of age, who left in June last, after one session in school, writes that he is making mattresses and cotton baskets; that he has about fifty mattresses engaged at one dollar apiece, everything found.

Another, who left at the same time, says: "I have made ten mattresses, and have fifteen more engaged. Mr. G—— and myself are going to put up a wholesale and retail mattress shop."

Two who are working together at mattress and broom making, write that they have as much work as both can do.

One who started out three years ago, with a capital of thirty dollars, earned here, writes that he has bought and paid for a home of his own in a growing young town, and that he is about to start a feed and mattress store.

A few who were in too great a hurry to start out for themselves have become discouraged, and wish to come back to perfect themselves in their trades, and take a new start.

ADMISSION AND RETENTION OF PUPILS.

All young blind persons in this State, of sound mind, good moral character, and free from infectious and offensive diseases, are entitled to the privileges of this school. Such are always welcome; nay, more—the officers and teachers of the institution, knowing the reluctance with which parents of blind children part with them, spend time and money in vacation, searching them out and urging them to accept the means afforded them by the State for becoming self-sustaining and useful citzens.

But, on the other hand, we are pledged to those who send their blind children to us, and to the public, that we will not receive or retain in the school any person of known immoral character or habits. One of our most unpleasant duties is to redeem this pledge, either by sending away those whose influence and example are injurious to others, or by refusing admission to those whose long continued surroundings and associations have rendered them unfit for decent society. Such cases appeal for sympathy, and should be provided for; so should cases of small-pox, but our good and virtuous pupils have a stronger claim upon our sympathies, and must be protected from such evil influences. None should urge the admission of anyone into the institution whose moral character is such that they would not like to have him or her associate with their own children. All our pupils are somebody's children, and their parents and friends have a right to expect that they shall be shielded from evil example.

The institution is in no sense an asylum, to relieve the counties of their pauper blind, without discrimination, as some seem to think; but it is a school for training the young blind, with the hope of making them useful and virtuous citizens, and, so far as possible, self-sustaining. Nor is it a "reform school" to reclaim the vicious; if it were the good and virtuous should be excluded to prevent their being contaminated.

The foregoing remarks have been suggested by urgent and persistent efforts made to force into the school, as pupils, blind persons of most questionable surroundings. The time that pupils shall remain in the institution is wisely left to the discretion of the Superintendent and Board of Trustees, as some are able to go out and act for themselves sooner than others. All pupils who leave the institution finally, whether they have finished the course or not, may receive an honorable discharge if they deserve it. This discharge will state what they are able to do (if anything)

to earn a living. In the piano tuning department each learner is pledged that he will not attempt to tune for pay without a certificate from the head of the department, countersigned by the Superintendent, that he is qualified to tune. Those who trust their instruments to tuners professing to go out from this Institution should be sure that they have such certificate.

This precaution is taken both to secure the public against impostors, and to protect our worthy tuners.

HEALTH.

The sanitary interests of the Institution have received the same attention as heretofore. The physician, Dr. J. M. Pirtle, has labored assiduously to prevent as well as to cure disease. With the exception of one chronic case still under treatment, and those contagious diseases to which all children are liable, and against which, as stated in former reports, we have no adequate means of protecting ourselves, the pupils have enjoyed almost uninterrupted good health. The exceptions are: eleven cases of mumps, our usual annual visit from the measles, which, having little new material to work upon did not do much harm, and one case of scarlet fever. The latter occurring near the close of the session of 1881, the disease was prevented from spreading by dismissing the school and sending home at once those pupils who had not been exposed and the others so soon as it was certain that they could not carry the disease with them. Thus we are again reminded of our entire destitution of hospital accommodations.

No death has occurred in the Institution for more than four years. One pupil, Miss Alice Hoyl, died during vacation at the home of her grandfather in Franklin county, in July last. Miss Alice was one of our most promising pupils. She had made unusually rapid progress in her studies and was looking forward to the time when she would be able to support herself by teaching. But the Heavenly Father has called her up higher. She was a con-

sistent follower of the Savior and we doubt not is now in His presence, where there is no more blindness.

At the close of the session of 1881, Mrs. Patten's health had become so much impaired, by constant care and labor, that by the advise of her physician, she resigned the office of matron and retired temporarily from the Institution. No lady being found willing to undertake all the labors of matron, which had broken down the health of the last incumbent, the duties of the office were divided between matron and housekeeper. Miss E. S. Patten, late of Florida, was elected to the former position and Mrs. Laura E. Quindley, of Little Rock, was temporarily employed in the latter. Both have found plenty to do.

I am happy to say that Mrs. Patten is now able to return and resume a portion of her former duties.

Our thanks are again due Drs. T. E. Murrell and E. Collins, for gratuitous services to pupils, the former as oculist and the latter as dentist.

COMMITTEES.

The three committees appointed by your Board, near the close of the session, in June last, to examine the several departments of the Institution, (Literary, Musical, Domestic and Industrial), merit our sincere thanks for the faithful and thorough manner in which they discharged the duties assigned them. They visited the Institution at different times, each committee independently of the others. The first one named, composed mainly of practical educators, spent three days (morning and afternoon) patiently hearing classes. The committee of musicians were equally faithful in the department assigned them. The committee on the domestic and industrial departments, business men of the city, spent an entire day here, examining the work, the premises and the management. All parts of the establishment, from roof to cellar, were thrown open, and every facility aforded them for a thorough examination. Would

that every member of the Legislature could accept a similar privilege, and use it as faithfully; for I am confident that a thorough knowledge of the nature and scope of our work on the part of our law-makers would insure in this State, as it has done in others, the necessary means for prosecuting it successfully.

Reports from above named committees will be found in Appendix B.

We shall be most happy to adopt their many wise suggestions, so soon as we have the means to do so.

LITERARY DEPARTMENT.

The classes in this department have been taught by Mr. A. M. Shotwell, Miss Libbie C. Patten and Miss A. C. Ellis. Miss Patten has also taught classes in calisthenics, and a juvenile class in vocal music. She takes the place of her sister, Madeline H. Patten, resigned, to accept an appointment as Missionary teacher in New Mexico, and who is now in an Indian school in Albuquerque, in that Territory.

These teachers have been unremitting in their efforts, both in and out of the school-room, to secure the progress of their pupils, and to promote their general welfare and happiness.

The prime object of intellectual training being the development of mental power—power to think logically, and to express thought with propriety, clearness and facility, and with such further graces of style as the case may admit—practice in both oral and written composition is an essential means to the symmetrical education of any class of pupils. It is, therefore, our aim to employ for this purpose all the ordinary means at our command, and we find the tangible point alphabets of great service in so doing. In addition to the topical method of recitation, and the preparation of occcasional essays in connection with various studies and other exercises, a literary society, composed chiefly of the more advanced pupils, has been sustained with profit for

several years; and besides its weekly debates, informal lectures, essays, etc., and its public entertainments, (musical and literary), given at frequent intervals, under its auspices a paper with the title of THE LITTLE TWINKLER, was prepared monthly in manuscript; and whenever, through the liberality of friends, the society was enabled to meet the cost of publication, occasional numbers were printed for general distribution. The pupils were thus encouraged to cultivate their expressive faculties in the composition of concise contributions suitable for such a paper.

In the fall of 1880, after the appointment of Mr. Shotwell as a teacher in the Institution, the LITTLE TWINKLER was merged in "OUR REPORTER," a periodical which Mr. Shotwell was conducting as a private enterprise. It was designed mainly as a medium of communication between the blind, their instructors and immediate friends, and was devoted to the educational, musical and industrial interests of that class, and the presentation of facts and views relative to institutions for their benefit. The need of an organ of communication between these special schools and the blind at large, as well as with the general public, had long been felt. But the patronage readily obtainable for a journal of this exclusive character was not found sufficient to meet more than a fraction of the expense of its publication; and, after a somewhat costly experiment of two years, the editor, finding in the autumn of 1881 that he could not longer afford to continue the undertaking as a private enterprise, merged the unexpired portion of his subscription list in that of THE MUTE'S COMPANION, issued semi-monthly during the school year at the Minnesota Institution for Deaf Mutes, and devoting considerable space to the interests of the Blind.

For further information in regard to the Literary Department see report of committee, Appendix B.

MUSIC.

Mr. A. C. Blakeslee continues musical director. Being himself blind he understands the peculiar difficulties of his pupils as well as the means of overcoming those difficulties.

The department embraces eight branches, viz: First, chorus music for the more advanced pupils; second, the juvenile choir; third, solo singing; fourth, lessons upon the piano; fifth, lessons upon the organ; sixth, thorough bass and harmony; seventh, musical notation in tangible point; eighth, the art of tuning and repairing pianos. The number of pupils in the first class of chorus music is seventeen; in the second class nine. Of the third class only three are able to sing music of a select order. Eight are taking lessons upon the piano and six upon the organ—most of them new pupils. The class in thorough bass and harmony has been temporarily suspended for the lack of time but will be resumed the ensuing session to better advantage. The system of writing music by tangible points bids fair to be a very important part in the musical department, giving the pupils the advantage of writing and reading their own music. The number of pupils thus engaged is five. They are at present writing down the piano and organ instruction book for future reference. Five young men have received instructions in the tuning department. Our pupils possess no extraordinary musical talent—indeed most of them are sadly deficient in this respect—whatever is accomplished is by faithful practice and untiring perseverance. By this means a number give promise of one day being able to sustain themselves as teachers of vocal and instrumental music, church organists and piano tuners. The needs of this department are fully set forth in the report of the committee, for which I would bespeak careful attention. See Appendix B.

I regret very much that the piano tuning department will have to be suspended until we shall have more room. We have heretofore had a piano and organ in the dining rooms;

but they have been crowded out by tables. The piano used for tuning is worn out and entirely unfit for use. We have no place to put another even if we had the means to purchase one.

INDUSTRIAL DEPARTMENT.

BOY'S SHOP.—At the date of my last report we had no special trade teacher for the boys; Mr. W. M. Patten, the steward, devoting to the shops such time as could be spared from his other duties. His resignation in June, 1881, and the increase in the number of men and boys made it necessary to have a teacher of male handicraft who could devote his whole time to the shops. Mr. W. A. Plowman, a graduate of the Kansas Institution, was appointed to that position, and entered upon his duties in October, 1881. Under his energetic and economical management our shops are aiming to work out the interesting problem of self-support for the blind.

The following articles were made by the men and boys in the two years ending September 30th, 1882, viz:

Brooms	5000
Underbeds made	5
Mattresses made and repaired	279
Chairs seated	83
Cushions made	4
Pillows and bolsters made	14
Sofas and lounges upholstered	3
Piano stools	1

Financial account of the shop for two years:

Shop Dr. to—

Tools and machinery on hand, Oct. 1, 1880	$ 334 90	
Raw material	82 10	
Manufactured goods	26 40	
Machinery, tools and material purchased	1615 67	
Overwork paid pupils	129 30	
Bills payable	64 50	—$2252 87

Shop Cr. by		
Sales of work for two years...	$1682 79	
Manufactured goods on hand, September 30, 1882.....	20 25	
Raw material on hand September 30, 1882.....	29 90	
Tools and machinery on hand September 30, 1882.....	359 85	
Work done for the Institution	110 70	
Bills receivable.....	3 00—	$2206 49
Deficit.....		$ 46 38

SEPARATION OF ADULTS.

The organic law of this Institution allows the admission of adults for a limited time to learn trades. We have always had a few of this class in school. As the number increased the demoralizing influence of uncultured blind men upon the younger pupils became so evident, that one of two courses seemed imperitively necessary: either to exclude adults altogether, as is done by many Institutions of the kind, or to separate them entirely from the school children. While the exclusion of adults would save the officers of the Institution much unpleasant, and often thankless labor, it would condemn to idleness and pauperism many worthy blind men, who, with a few years instruction might be rendered self-supporting.

Our work-shop in the past has not only sent out many workmen who are supporting themselves, but it has furnished teachers of handicraft to four Institutions for the blind in other States. With such results before us, and with the blind appealing to us to help them to help themselves, we could not long hesitate which horn of the dilemma to choose.

The provision made by the last Legislature to increase the number of pupils made it necessary to enlarge our accommodations by renting additional buildings. Two houses were secured three blocks west of the Institution, one for

the work-shops and the other for lodging house for the adult workmen. These workmen constitute a family distinct from the rest of the school, presided over by the music teacher and his wife and the foreman of the shops, under the direction of the Superintendent. The members of this household take their meals in the same room with the school children, but at a separate table. They do not necessarily meet at any other time. They spend about eight hours a day in the shop, and have morning and evening worship in their lodging house. From one to two hours each evening is spent in reading aloud to them the news of the day, current history of the world, and such books as they may desire to hear, subject to the approval of the Superintendent.

We are liable to receive into this department persons who have grown up without training or restraint, and to whom the restrictions necessarily imposed upon young students are distasteful and annoying. Some of them may have formed habits, which would render their example injurious to the younger pupils. Being by themselves they can be allowed greater freedom; and if they have uncouth or disgusting habits, they are not so liable to be commnnicated to others.

In regard to their work, a plan has been adopted similar to that which has been successfully tried in the Kansas Institution. As each apprentice becomes able to do good work, fit for market, however slowly, he is paid for all his work of that kind. When he has acquired sufficient speed, he is put at another kind of work, to go through the same process.

It is believed that it will take from two to four sessions for an ordinarily active and intelligent blind man to learn and ply with profitable speed the trades taught, viz: Broom-making, mattress-making and seating chairs. These three trades may be carried on by one man in any small town or country neighborhood, where there is a demand for such

work, and yet not enough of either kind to keep him constantly employed.

Piano tuning is taught to such as give promise of success in that business.

As the blind, like the seeing, have different tastes, and are likely to succeed best in the business which they like best; it is desirable to introduce other industries into our shop whenever the Legislature shall afford us the means to do so.

The following letter from a blind man is interesting, both as suggesting a new industry possible for the blind, and as an example of pluck and perseverance worthy of record and imitation:

TATE SPRINGS, TENN.,
July 30th, 1882.

Mr. OTIS PATTEN:

Dear Sir—A few days ago I received a letter from you which I take great pleasure in answering; because you say you have sympathy for the Blind, and I know that no class of persons need sympathy more; for I have been blind from infancy.

I know no better way to answer all of your enquiries than to give you a synopsis of my own experience: My father worked in wood, and when I was fifteen years old he undertook some cooperage. Having had the use of tools from early boyhood, I thought I must imitate whatever my father did. My first job was a little bucket, which I completed without any assistance whatever. Soon after its completion an influential lady passed by and proposed to purchase it. Then and there hope kindled in my bosom that I could sustain myself, for my father was a very poor man. I practiced on for about three year without any instructor, learning more from old vessels brought for repair than any other way. By the time I was twenty-one years of age I concluded that I could take care of myself and a wife.

As to the profits of cooperage, it has enabled me to raise, educate and fix off for house-keeping eight children, for they are all married, and now, at the age of sixty-four, I can earn from one to two dollars per day, every week. As to profit, I know it would outstrip all of your handicrafts spoken of in your letter, but, whether it would be a difficulty in hardening the fingers, I cannot say. As to cooperage for the blind, I think it would depend upon their inclination.

Should any person come here from Little Rock, I will send you a specimen of my work.

I have one son working with me, and we make all the barrels shipped from this place, which is about one thousand this year. So if you see a barrel of Tate's Springs water, you may know who made the barrel. * * * I forgot to say, that I have not the least difficulty from the time the block is sawed for staves until the vessel is completed, except that I have to have some one to see, when I am making barrels, when they are over the fire heating, to bend to keep them from burning.

I will take great pleasure in answering any letter you may write, and giving you any information you may desire.

Yours respectfully,

R. BARBRE.

The plan commenced in February last has worked well so far. Fourteen blind workmen have been admitted into the shops. One has been discharged as incompetent. All the rest have been more or less benefitted, and nearly all, if they continue as they have begun, and persevere until they shall have thoroughly learned their trades, will ere long be able to go out and earn their living by their own industry.

It is sometimes asked: Will not the shops yield a revenue towards the support of the Institution? A little reflection will show that there can be but one answer to this question, and that in the negative. This is as much a department for instruction as the literary or musical branches of the school. The workmen are all learners, striving to fit

themselves for self support, and expecting at as early a day as possible to go out to set up for themselves. Much of their work will not bear putting upon the market, and when they can do good work it is at first very slowly. On account of our distance from the business part of the city our work has to be disposed of at wholesale, so the profits, if there be any, are very small. Should the proceeds from sales exceed the expenditures for material and tools, a by-law of the institution allows the excess to be used in furnishing outfits for worthy workmen who have no means to set up in business.

The removal of the men and shops from the Institution proper has given us two rough school rooms and lodging room for a larger number of young boys.

It is desirable that the industrial branch of the Institution should be on our own premises, both on account of convenience and economy.

GIRL'S WORK.

The female branch of our industrial department, in charge of Miss N. A. Moore, a graduate of this Institution, has made good progress. The older girls have been taught hand sewing, knitting, netting and crocheting. Ten have received instruction upon the sewing machine, while the younger girls and small boys have been taught bead work.

Articles made in the girl's work room in two years, with the aid of the matron and her assistants:

Aprons	43
Bags	12
Beadwork, miscellaneous	269
Beadwork, hanging baskets	6
Covers for bread	9
Covers for tables	9
Chemise	16
Cushions	5
Crochet work, pieces	41

Dresses	32
Hemmed blankets	12
Hemmed towels	100
Hemmed handkerchiefs	19
Marked pieces	974
Night gowns	6
Pairs of pants	5
Pairs of drawers	44
Pillow cases	83
Repaired pieces	893
Sheets	37
Shirts	18
Sunbonnets	1
Table cloths	2
Table napkins	24
Ticks for mattresses	188
Ticks for bolsters	1
Ticks for pillows	12
Under flannels	4
Under shirts	11
Under waists	12
Waterproof cloak	1

SILK CULTURE.

What can blind girls be taught that will enable them to earn their living after leaving school? is a question which has always puzzled educators of the blind. Anything that will throw light upon this subject will interest the profession as well as the blind and their friends. In a paper entitled "Employment of the Blind," read before the "American Association of Instructors of the Blind," at Philadelphia, in 1876, I ventured to suggest the raising of silkworms as a possible industry for blind women; the chief question being whether or not a blind person could manage the business, directing others in those parts of the work where sight is required.

Last spring we tried the experiment with some of our pupils with satisfactory results. The funds of the Institution being too limited to be risked in uncertain experiments, the officers and teachers formed a joint stock company to furnish means and to share the profits or losses. We purchased 20,000 eggs from P. Wallace McKittrick, of Memphis, Tenn., employed a lady said to be experienced in silk raising, to give daily instruction to a class includiug nine blind girls, and reared the worms from the hatching to preparing the cocoons for market and providing eggs for another season. We fed with leaves from the osage orange, said by Prof. C. V. Riley, U. S. Entomologist, to be equally good with the white mulberry. We demonstrated that a blind woman can manage the business; and that with the aid of printed manuals prepared for the purpose, she may do it without a living teacher.

Financially, our experiment was not a success, for obvious reasons, which do not affect the industry in general. First, we paid $20 for eggs, which, had we made our preparations earlier in the season, before the weather became too warm for transporting them so far, we might have obtained from "The Woman's Silk Culture Association," of Philadelphia, or the "New York Association," for $3. Second, in order that failure, should it occur, might not be due to any mistake or omission of ours, we paid an experienced silk grower to give daily instruction.

It was not, however, our object to prove that silk culture is profitable. That it is so, to an encouraging extent, has been proved by others. The fact that the silk factories of the world are mainly supplied with cocoons produced in private families—a few pounds in a household—proves that these families find it convenient by six (6) weeks' labor, once or oftener during the year, to add to their other income a revenue from this source. Now, if a blind girl, with occasional help from other members of the household, can add a hundred dollars annually, or even less, to the family purse,

she is no longer a useless dependent, but becomes both self-sustaining and an important factor in the domestic economy.

As to the profits of the business, I quote Professor Riley, who is the best authority, and whose estimates are made with the evident design of checking extravagant expectations of gain.

He says: "As a means of indicating the profits in silk culture, I have prepared the subsidiary estimates. Optimistic theorists have done much harm in the past by making fabulous calculations as to the profits of silk culture. The figures here given are based on data furnished by men like Messrs. E. V. Boissiere and L. S. Crozier, of Silkville, Kansas;† E. Fasnach, of Raleigh, N. C.; T. N. Dale, of Patterson, N. J., etc., and on the current prices as quoted in the 'Moniteur des Soies.' They are in every sense moderate estimates, but it must not be forgotten that they do not include capital invested in the shape of food-plants. As yet, and until congress gives the necessary encouragement, it were safest for those only to embark in this culture who already have mulberry trees to use, or who decide to feed osage orange.

"Profits of producing cocoons, estimates for two adults, or man and wife:

"Average number of eggs per ounce, 40,000.

"Average number of fresh cocoons per pound, 300.

"Average reduction in weight for choked cocoons, 66 per cent.

"Maximum amount of fresh cocoons from one ounce of eggs, 130 to 140 pounds.

"Allowing for deaths in rearing—26 per cent. being a large estimate—we thus get, as the product of an ounce of eggs, 100 pounds of fresh, or 33 pounds of choked cocoons.

"Two adults can take charge of the issue of from three

†NOTE.—Mr. Crozier is now engaged in silk culture at Corinth, Miss.

to five, say four, ounces of eggs, which will produce 400 pounds of fresh, or 133 pounds of choked cocoons.

"Price, per pound, of fresh cocoons (1878), 50 cents.

"Four hundred pounds of fresh cocoons, at 50 cents, $200.

"Price, per pound, of fresh cocoons (1876), 70 cents.

"Four hundred pounds of fresh cocoons, at 70 cents, $280.

"Actual sales in Marseilles, December, 1878, of choked cocoons, 15 francs per kilogram, or $1.36 per pound, which for 133 pounds of choked cocoons, would be $180.88.

"Price, per pound, of choked cocoons (1876), $2.25; 133 pounds of choked cocoons, at $2.25, $299.25.

"Freight, packing, commissions and other incidental expenses, say $25, making, as the returns for the labor of two persons for six weeks, at the present low prices, $155.88, or more than $1.85 per day.

"Calculating on the basis of $1.25 per pound of choked cocoons, which, as shown in the following estimates, a reeling establishment in this country could well afford to pay, we get even more than this amount, viz.: $166.25. As already stated, the capital invested in food for the worms is not included in these estimates, nor is the first cost of the ounce of eggs deducted. The silk grower should raise his own "seed," and the time required for this purpose is more than compensated for by the time saved in feeding during the first and second ages of the worms, when the whole time of two adults is not required as it is subsequently." (See Special Report No. 11, Department of Agriculture, pape 10.

Were I to undertake the work again in the Institution, I would first be sure of a supply of leaves, either of the mulberry or the osage orange, upon our own premises. I would devote a large, airy room exclusively to the purpose.

This room should have a stove, that a fire might be kindled cool days or nights to preserve a uniform temperature. The frames or tables to hold the boxes containing the worms should be so arranged that each member of the class could have a distinct section to tend, containing the worms, say from one thousand eggs. I would then detail some officer or intelligent employe of the Institution to take charge of the work, devoting his or her whole time to it, at least during the last two weeks of the rearing. But I do not think it will be necessary to repeat the work in our school. We can give our girls sufficient instruction without the presence of the worms to interest them in the subject. Any energetic, intelligent blind person, with patience and orderly habits, who has a supply of worm food, can, with the aid of a seeing friend and a manual of instruction, carry on the business. But let me caution such against being misled by the glowing representations of profit made by those interested in selling silk worm eggs or mulberry trees. I do not believe that the blind can reel silk successfully; they should confine their attention to producing cocoons or eggs for market—the latter being the more profitable if sales can be effected. Both, however, can be carried on at the same time.

DOMESTIC DEPARTMENT.

The boarding of forty or more blind children and adults, with their teachers and attendants; the making, repairing and keeping clean their clothing and bedding; the nursing the sick, and caring for the well to prevent sickness; the providing and preparing suitable food, and in sufficient variety without waste: the encouraging and assisting the weak and helpless; guiding the strong and curbing the wayward; the trying to keep all comfortable with scant means, and to make both ends meet at the close of the year; and the performance of other duties too numerous to be mentioned, require no little labor, patience and self-denial, not

of the superintendent only, but of all the officers in the Institution.

No one should seek or accept a position in a school for the blind who is not ready to sacrifice his or her own convenience and comfort for the good of others, and, when he has done all that ingenuity can devise or physical strength endure, prepared to be criticised and found fault with by those who know little about the work, and to move right on in the conscientious discharge of duty in spite of these and other discouragements.

The resignation of the steward and matron in June, 1881, the former to seek more lucrative employment, and the latter on account of the failure of health, opened the way for rearranging the cares and labors of the domestic department. In order to reduce the hitherto onerous duties of matron, and to provide, at the least possible expense, for the increased labors of this department, consequent upon the increasing number of pupils, the Superintendent, assisted by a clerk, assumed the office and a portion of the duties of steward, without increase of salary. A house-keeper was employed to take a part of the duties of steward and a part of those before performed by the matron. The arrangement has worked well. All have had their hands full, while none have been overburdened. No greater number of officers will be required in this department in the next two years; though, should the number of pupils much increase, more domestics may be needed.

NUMBER OF BLIND IN THE STATE.

The census returns for 1880 are not yet printed. As nearly as I can ascertain, by correspondence with the Department at Washington, the number of blind persons in Arkansas is more than nine hundred. Hon. Fred. H. Wines, of the Census office, has furnished me in manuscript the names, ages, residence, etc., of those under thirty years of age, numbering 338, viz: white males, 130;

white females, 149; colored males, 32; colored females, 26; Indian males, 1; total, 338. This list does not include those in the Institution at the time the census was taken, and I have personal knowledge of some who are omitted, which will swell the number to near 400—at least 375. Of these, 29 are, or were in 1880, under six years of age, too young to be admitted into the school, leaving three hundred and forty-six of suitable age to be benefited, either by the scholastic or industrial department of the Institution. The number who have enjoyed the privileges of the school since its organization in 1859, exclusive of those known to have died or removed from the State, is one hundred and forty. The number under thirty years of age, who either now are or have been in the school, is eighty-nine. It will thus be seen that of the nine hundred blind in the State, only 15 per cent. have had the advantage of instruction; and of the three hundred and forty-six now of suitable age to be benefited, less than 26 per cent. are, or have been in school.

Why is this? The following are some of the reasons:

First. Some of them have not heard of the Institution. This may seem strange, but when we remember that the parents of many blind children live in out-of-the-way places, do not take a newspaper, and in some instances have no one in the family who can read, it is not so surprising. I know a father of two blind children, in an adjoining county to Pulaski, who 18 months ago, was not aware that there was such a school in Arkansas. If such can be the case within fifty miles of Little Rock, what may we expect of more remote parts?

Second. Many who have heard of the Institution, not knowing that it is a free school, suppose that they are too poor to avail themselves of its privileges for their children.

Third. Others in better circumstances, hearing the school called the "Blind Asylum," and supposing it to be a sort of poor-house, decline sending their children. If we could teach every man, woman and child in the State that this

is not an *asylum*, but a *school*, and to call it by its right name, one great obsticle to its growth would be removed.

Fourth. Some ask what is the use of educating the blind? by which they probably mean: Where is the money in it? Hundreds of educated blind persons all over the United States, are answering this question by supporting themselves and families with their own earnings. I have in mind, blind persons, not many miles away, who, before entering this Institution, were paupers, receiving county aid, but who, since leaving school have supported themselves. Some of them are laying by something for a rainy day.

Fifth. Many blind children are kept away from school by the reluctance of parents, especially of mothers, to part with their unfortunate children and commit them to the care of strangers.

Sixth. Were all the foregoing obsticles removed, and should all the blind of the State, of suitable age, apply for admission to the school, we have neither room to accommodate nor the means to sustain more than 14 per cent. of them. Were this difficulty removed by the Legislature, the others could be gradually overcome, by exhibitions, personal visits, and correspondence; and the greater number of the blind who are suitable subjects, be brought into the school and trained to become useful citizens. Until this is done, the State is not doing her whole duty to her unfortunate blind children. But, the growth of this, as of all similar institutions, must be slow with the most liberal legislative encouragement, and with all the effort we shall be able to make, it is not probable that the number of pupils will exceed seventy-five or eighty in the next two years.

EXHIBITIONS.

In order to make better known the character and object of the Institution and to notify the blind of the privileges provided for them by the State, we have, during the past year, given exhibitions with a few of the pupils, at promi-

nent points along the following railroads, viz: the St. Louis, Iron Mountain and Southern, the Little Rock and Ft. Smith, and the Little Rock, Mississippi River and Texas. In order to reach as many people as possible, these exhibitions, with one exception, were given without charge for admission—a collection being taken to defray the expenses, which were very light, thanks to the liberality of the railroads in transporting our party, and the hospitality of the citizens of the towns visited, who usually entertained us without charge. The receipts exceeded the disbursements by $29.42, which pursuant to promise, has been used to eke out the meagre appropriation for clothing indigent pupils. Our exhibitions were largely attended and seemed to give general satisfaction. Among the results are the following: An influx of new pupils, offers of employment during vacation for several advanced students, and orders from country merchants for our work.

THE WANT OF ROOM AND THE ERECTION OF MAIN BUILDING.

This subject has been so often urged, in former Reports, without avail, that I feel some hesitancy in approaching it; but like Banquo's ghost, it will not down. It meets us at every turn and each year with increased urgency. Many worthy applicants are knocking for admission. Where to put them is the question. An increase of pupils will necessitate an increase in our teaching force, but we neither have room for more classes nor more teachers. More musical instruments are needed but we have no place for them. This want was fully discussed in my last Biennial Report. As that Report may not be within reach of many who ought to understand the situation, permit me here to quote in substance from it:

"Our school has outgrown its accommodations. More room is indispensable, if we would carry out the design of the Institution, and better room is greatly to be desired.

"The buildings we occupy form only part of a general

plan, which in its incomplete condition is inconvenient, and illy adapted to the wants of the Institution, besides being much too limited. The brick house was intended for adult pupils admitted to learn trades, and the frame buildings were designed as temporary appendages till the main edifice could be erected and the plan completed, but financial depression prevented carrying out the design.

"For fourteen years we have worried along as best we could, notwithstanding inconveniences with which few institutions of the kind are acquainted. Our school has steadily advanced till its Literary, Musical and Industrial Departments will compare favorably with any school for the blind in the South, while it is probable that no institution in the United States has buildings which cost the State so little as ours."

Our school rooms are in an unplastered box-house, hot in summer and cold in winter—such a school-house as an Arkansas town with two hundred inhabitants ought to be ashamed of, and entirely unworthy of a great State.

"We have three pianos and two organs which should be in constant use, in order to give the music scholars sufficient time for practice, but these instruments being in rooms used for other purposes, are obliged to remain silent a portion of every day."

Suitable sick-rooms, bath-rooms, teachers' rooms, and rooms for exercise in bad weather, are much needed.

Other Southern States, no more prosperous than Arkansas, are far in advance of us in caring for their unfortunate blind. Mississippi has just invested $25,000 in a building for her Institution at Jackson. Tennessee has recently completed a $100,000 house for her school for the blind, and Texas has made additions, costing $25,000, to the already spacious buildings of her Institution. Indeed, every adjoining State has recently made appropriations either to erect new buildings for the blind or to improve those already erected, while Arkansas has not advanced a single

step in this direction, in more than a dozen years. She has taken two steps, but they were both backwards. She has repealed an act donating to this Institution, for building purposes, a tract of land near the penitentiary, and she has sold the property of this Institution at Arkadelphia, and retained in the State treasury the proceeds, which the law removing the school to Little Rock, provided should be used in improvements here. In neither instance has the Institution received any equivalent.

Now, that times are improved, the Insane Asylum built, and the Deaf Mute Institute at least comfortably housed, may we not hope that the claims of this Institution, which has worked and waited twenty-three years, will at once receive attention, and its wants be provided for.

"Our main building should be upon a plan to meet not only the present but the future wants of the school. It should contain all the public rooms necessary for at least one hundred and fifty pupils, viz: Some half dozen school rooms of ample size, a dozen music rooms for piano and organ practice, a chapel or music hall, offices, library, apparatus rooms, dining rooms, kitchen, superintendent and steward's apartments, etc., etc. For some years to come this building would afford lodgings for the girls and female teachers, but eventually lodging rooms should be provided on one side for the girls, and on the other for the boys, either by erecting wings, connected with the main building by corridors, or detached cottages; whichever may, in the future, appear most desirable. Then the brick house, now in use, can be devoted to the Industrial Department, as originally intended, and the plan of the Institution will be complete. It would be economy, as well as humanity, on the part of the State, to finish the plan at once, and place the Institution in a position to do its full work for the present generation. We are now paying $500 per year for rent of shops and lodging house for the men, which buildings should be upon our own premises. Any considerable

increase in the number of pupils will necessitate the renting of other buildings. If our neighbors can make it profitable to build houses upon their land to rent to us, would it not be economy for the State to build on her own ground and save paying out rent?

Our grounds are all that could be desired—neither too large nor too small—in a high and healthy location, well adapted for drainage, with sufficiently varied surface to invite elaborate ornamentation, and yet not enough broken to render any part useless; commanding a fine view of the city, and near enough to the center of population for the pupils to walk to church, lectures and concerts, and yet sufficiently remote to avoid city annoyances. They could not have been better selected, and when the city shall have opened Spring street on our west and 18th street on our northern boundary, they can hardly be surpassed.

The subjoined memorial, numerously signed by prominent citizens in many counties of the State, was presented to the last Legislature. Owing to the large appropriation needed to build the insane hospital, it was deemed best to postpone, for two years, the erection of a building for the blind. A bill providing for the other wants of the Institution and for the temporary increase of room by renting, passed the Senate almost unanimously, and its passage was recommended in committee of the whole in the House. A constitutional flaw, unnoticed by the Senate and committee of the whole, was afterwards pointed out and the bill was referred to a committee, who, for reasons best known to themselves, brought in a substitute leaving out the appropriations for rent, repairs, drainage, water supply and insurance, and cutting down all the rest from 14 to 75 per cent., making those for salaries and personal expenses of indigent pupils respectively 20 per cent. and 83 1-3 per cent. less than the same appropriations for the Deaf Mute Institute. Though many in both houses saw the injustice, it was too late in the session to remedy the evil. See acts of 1881, LIV., and

LVII. We would not withhold one dollar from the Deaf Mute Institute. It is a noble institution and needs all the appropriation to carry on its good work for the deaf and dumb children of the State, who, in their death-like silence and utter ignorance of all beyond their visible horizon, appeal for sympathy and claim an education. But do not the blind, groping in their helpless darkness, deserve at least equal consideration?

MEMORIAL.

To the Honorable Senate and House of Representatives of the State of Arkansas:

Your memorialists, citizens of Arkansas, would respectfully represent that the Arkansas State School for the Blind, a noble and deserving Institution, which for more than twenty years has dispensed blessings to a most unfortunate class of our citizens, is in great need of better and more extensive accommodations. School-rooms, sick-rooms, more commodious work-shops and better means of separating the sexes are sadly needed. Instead of accommodations for forty pupils, rooms should be provided for three times that number. There are in Arkansas more than five hundred (500) blind persons, one-third of whom, at least, are of suitable age to be benefited by this school. Economy as well as humanity would dictate that they should be brought under instruction. The education of the blind is no longer an experiment. Thousands of educated blind persons all over the United States are supporting themselves as teachers, musicians, mechanics, or by following other vocations; while in our own State all who have finished their course, either in the academic, musical or industrial department of the Institution, are believed to be earning their own living, some are accumulating property, thus proving that the blind, by instruction and training, may be raised from dependence to self-support and usefulness.

The Constitution of Arkansas, Article 14, Section one (1)

guarantees gratuitous instruction to all persons in the State between the ages of six and twenty-one years, and as the blind can derive no benefit from the common school, Article nineteen (19) of the Constitution makes it the duty of the Legislature to provide by law for the support of an Institution for the education of the blind.

Wherefore your memorialists respectfully pray your honorable body to make an appropriation sufficient to erect a substantial, permanent building of ample size to accommodate at least one hundred pupils, and so planned that it may be extended to meet the future wants of the Institution. We also pray that the annual appropriations be so enlarged as to enable the Institution to receive a much greater number of pupils.

FINANCIAL.

Receipts and disbursements for the year ending September 30th, 1881:

RECEIPTS.

From the State of Arkansas, for current expenses	$ 5,312 50
From the State of Arkansas, for salaries	4,494 91
From the State of Arkansas, for clothing and personal expenses of indigent pupils	426 62
From other sources, for clothing of indigent pupils	72 97
Sales from Boys' shop	681 70
Sales of Girls' work	33 85
Received for books	85
Received for postage and stationery furnished inmates	9 60
From exhibitions	19 75
From all other sources	55 00
Total receipts	$ 11,107 75

DISBURSEMENTS.

Amount advanced by Superintendent on previous year		$ 411 91
Salaries		4,494 91
Provisions and groceries		2,077 39
Household, kitchen and dining-room furniture, bedding, stoves, etc.		389 92
Books and school apparatus		72 85
Repairs		340 82
Material, tools, etc., for Boys' shop.		692 64
Material, etc., for Girls' work		25 51
Clothing of indigent pupils		409 82
Traveling expenses		143 10
Garden and grounds		72 07
Pupils for overwork		70 02
Postage and stationery		92 39
Music and repairing instruments		19 65
Wages and labor		834 30
Fuel		487 61
Repairing vehicles, black-smithing, and stable expenses		162 90
Exhibition		30 50
Drugs and medicines		63 20
Discount and interest		12 38
Total disbursements		$ 10,903 89
Total receipts	$ 11,107 75	
Total disbursements	10,903 89	
Balance on hand September 30, 1881		$ 203 86

Receipts and disbursements for the year ending September 30th, 1882:

RECEIPTS.

Balance on hand October 1st, 1881	$ 203 86	
Of State of Arkansas, for current expenses	5,287 50	
Of State of Arkansas, for salaries	4,433 30	

Of State of Arkansas, for clothing and personal expenses of indigent pupils	373 97	
From other sources, for clothing of pupils	9 35	
Sales from Boys' shop	1,001 09	
Sales of Girls' work	70 00	
From exhibitions	190 57	
Postage and stationery furnished inmates	8 60	
From all other sources	8 68	
Total receipts	$ 11,586 92	

DISBURSEMENTS.

Salaries	$ 4,433 30
Provisions and groceries	2,736 23
Household expenses	638 70
Wages and labor	1,099 90
Fuel	171 57
Repairs	262 51
Clothing and personal expenses of indigent pupils	420 02
Traveling expenses	108 50
Exhibitions	161 15
Material, machinery and tools for Boys' shop	923 03
Paid pupils for work	59 28
Material, etc., for Girls' work (not including goods for clothing)	27 14
Garden and grounds	30 15
Repairing vehicles, black-smithing, and stable expenses	48 90
Advertising	25 00
Books and school apparatus	32 40
Music and repairing instruments	6 10

Drugs and medicines		103 65
Book-keeping.....		100 00
Postage and stationery.....		64 70
Discount and interest.....		50 73
1 cow.....		35 00
Rent of lodging house and shop for adult workmen		250 00
Total disbursements.....		$ 11,787 96
Total receipts	$ 11,586 92	
Excess of disbursements over receipts		$ *201 04

In addition to this amount, advanced by the Superintendent, there were on the 30th of September unpaid accounts for provisions, fuel, shop material, repairs, labor, etc., ($862.67) eight hundred and sixty-two dollars and sixty-seven cents; making the entire indebtedness of the Institution ($1063.71) one thousand and sixty-three dollars and seventy-one cents. There are many repairs and improvements needed, which have been postponed for want of means. For the same reason the cellar is yet undrained, and has to be bailed out by hand when it overflows. The buildings are uninsured, and during a drouth there is a lack of water for domestic purposes, to say nothing of extinguishing a fire.

It is simply impossible, with an allowance of only $12.50 per pupil, per month, to pay all house-keeping, hospital, school and shop expenses, and make both ends meet. With forty pupils we draw $500 per month. With this sum we are required to furnish board, lodging, fuel and lights for fifty-six persons, including officers, teachers and help—less than $9.00 per capita, per month, with which to pay for provisions, fuel, wages, repairs, medicines, and rent, as well as to supply the wear and tear of bedding, furniture and crockery, and pay all other household and school expenses.

* NOTE.—See vouchers filed in Auditor's office.

The unexpended portion of the appropriation made by the last Legislature would pay the deficit and run the Institution till the 1st of January, 1883, but this fact does us no good. If it were ten times as much as it is, we could not touch one dollar more than the allowance per pupil, for the number admitted.

The appropriation for current expenses should be increased to two hundred dollars ($200) per pupil, per annum.

The appropriation for salaries and for clothing indigent pupils should also be increased. I would recommend the following appropriations for the next two (2) years:

For current expenses two hundred dollars ($200) per pupil, per annum, for eighty pupils, if so many shall be received.

For salaries and contingent expenses, six thousand dollars ($6,000) per annum.

For clothing and personal expenses of indigent pupils, to be refunded by the counties, according to act approved December 14, 1875, as much as may be needed of two thousand dollars (2,000) per annum.

For erecting main building, fifty thousand dollars, ($50,000).

Respectfully submitted,

OTIS PATTEN,

Superintendent.

APPENDIX A.

PHYSICIAN'S REPORT.

To the Board of Trustees of the Arkansas School for the Blind:

GENTLEMEN:—In submitting to you my biennial report, I have but little to add to previous reports. I am gratified to state that the health of the school has been generally good, (for further particulars in this regard I refer you to the Superintendent's report under the head of health,) but when there is any sickness at all, we labor under many disadvantages, and much to the discomfort of the invalids, for want of suitable rooms. In former reports we have urged the necessity of two sick wards—one for each sex, but thus far, in vain. We do hope you will be enabled to prevail on the ensuing Legislature to give this subject the care and attention it deserves, that this, and other needful improvements may be obtained. It is proper to state that the good judgment and watchful care of the Superintendent has undoubtedly aided much in the perservation of the health of the pupils.

Respectfully,

J. M. PIRTLE, M. D.,

Physician.

APPENDIX B.

REPORT OF COMMITTEES.

To the Trustees of the Arkansas School for the Blind:

GENTLEMEN:—The undersigned, a committee appointed to attend to the closing exercises of this school, beg leave to submit the following report:

In compliance with your request we attended the closing exercises, and witnessed the examinations in the following branches: Spelling, reading, writing, mental and written arithmetic, algebra, history and anatomy, descriptive and physical geography, object lessons, and mental and moral philosophy. The examinations were thorough and very satisfactory. The progress made by the pupils seemed to be nearly if not quite equal to that of students with sight. In some instances, especially in the department of mental arithmetic, the progress appeared to be greater than in schools for seeing pupils. The Superintendent, Prof. Patten, is too well known to need any commendation at our hands; assisted as he is by such a faithful and efficient corps of teachers, the school is destined to accomplish a largely increased amount of good, if it can only receive that fostering care from the State which its importance demands. Your committee believe that every thing has been accomplished by the Superintendent and teachers that could be reasonably expected with the facilities at their command.

We would, however, suggest that you urge upon the next Legislature the importance of providing greater facilities and larger accommodations for this unfortunate class of our population.

We are informed by the Superintendent, that there are accommodations for only a very small proportion of the

blind in our State. With increased facilities for accommodation the number of pupils would be greatly increased.

The State owes a duty to those unfortunate children who are deprived of sight, to afford them the largest possible facilities to become educated, and thereby, self-supporting; otherwise, if they are neglected, they may become burdens to the communities in which they live.

The dictates of humanity, to say nothing of an enlightened charity, such as should exist in a great State like ours, would demand a large increase in the appropriations made by the State for the benefit of the blind.

Your committee are aware that the resources of the State are limited, and that there are other important interests that demand the fostering care of the State, but it seems to us that this cause has not received its proportionate share of attention. Your committee are not prepared to mention all the improvements that are necessary, but would mention some things that were apparent at first view. The school rooms are too small and very inferior, and it is impossible to make them comfortable, either in summer or winter.

The next Legislature cannot fail, in justice to itself, to the great State which it represents, and to the unfortunate blind within the State, to make a largely increased appropriation for this Institution.

Your committee would call attention to this fact, in relation to the blind: Any delay in giving them instruction is more injurious than to seeing pupils, because so much of their knowledge comes through the sense of touch, which is much more acute in the young than in the older. Every year's delay makes it so much more difficult to learn, either in the school or in the shops.

Your committee earnestly hope that these suggestions will receive that consideration which their importance demands.

In conclusion, permit us, as a committee, to return our thanks to the Board of Trustees, Prof. Patten and teachers, for courtesies shown us while in the discharge of these pleasant duties.

HORACE JEWELL,
JOHN B. BOND,
S. H. BUCHANAN,
W. L. TERRY,
Committee.

To the Trustees of the Arkansas School for the Blind:

GENTLEMEN—Having been appointed by you a committee for conducting the examination of the Musical Department of the school, we respectfully submit to you the following report:

We find, on examination, that the gentleman who has charge of the Musical Department of the school is eminently competent, and possesses the faculty of imparting knowledge to the highest degree. The examination of the pupils showed the good work done by their instructor, and revealed the fact that they were thoroughly instructed in all theoretical points pertaining to the different pieces they performed. We particularize the thorough method employed at the school, of imparting to the scholars a correct idea of rythm and time.

While we pass these compliments upon the instructor, we cannot but speak in the highest terms of the laudable efforts of the pupils themselves. Being mostly new pupils, none of them showed as yet any great proficiency in performance; we can safely state, that they all have acquired a solid theoretical foundation upon which they may build, by perseverence, a good musical education. When we consider the result accomplished by the instructor, we don't see why, under the present hands, the Musical Department of the school should not turn out first class talent, if it have

first class material to work upon. Music forms a very important element in the instruction of the blind. Not only because those deprived of their sight are eminently fitted to acquire the science of music, and follow it as an avocation to gain a livelihood, but aside from the practical use to which they may put this art, it is a means of educating their minds by working upon their finer feelings, to enjoy beauties of form. It is therefore absolutely necessary that the places in which music is taught, as well as the instruments used, should be proper in every respect.

We find serious cause for complaint in the fact that there are no music rooms proper in the building, that pianos and organs are placed and music is taught in rooms where the pupils are occupied with other studies, thereby interfering with, and being interfered with, by other branches of education.

We call your attention, gentlemen, to the fact, and recommend the erection of proper music rooms, somewhat remote from the main building and separated between themselves in such a manner that one pupil's practice may not interfere with another's.

Another serious drawback is the absence of good instuments to practice on. The instruments at present in use, are three pianos, nearly worn out by use, and of old construction; one very small and one two-manual reed organ. The piano used in the tuning department is worthless, and on account of its old construction; totally unfited to make the pupil acquainted with the mechanism of a modern instrument. There ought to be at least two instruments in use for tuning purposes, so that the work begun by one may not be disturbed by another pupil. The pianos at present in use ought to be turned over to the tuning department, and new ones provided for daily practice. We recommend the purchase of new pianos and a good reed organ, also of a complete tuning apparatus, including short and long tun-

ing hammers, tuning wedges, cotton pliers, flat pliers, screw drivers; and of repairing material, red and green cloth, felts of different thickness, strings ranging from 14 to 22, extra ivories, etc.

In conclusion we would express the hope that at the close of the next term the committee on music may find our suggestions acted upon, and if not wholly, at least practically carried out. We are, gentlemen, yours respectfully, the Committee on Music.

J. W. BEIDELMAN,
E. ELLINGER,
W. G. WHIPPLE.

APPENDIX B.

SCHOOL FOR THE BLIND.

DOMESTIC AND INDUSTRIAL DEPARTMENTS OF THE INSTITUTION.

To the Trustees of the Arkansas School for the Blind:

GENTLEMEN—We, the undersigned, your committee, appointed to examine and report upon the Domestic and Industrial Departments of this Institution, would respectfully submit the following:

Under the guidance of Otis Patten, the Superintendent, we made a very thorough examination, and found as follows: Eight acres of beautifully lying land, commanding a view of the entire city, and thereon buildings scarcely more commodious than are frequently occupied by a single private family with servants, and these buildings of so inferior construction as to be illy adapted for habitation. They are in need of many repairs, the roofs being leaky, the apartments small and crowded, poorly ventilated, without sewerage or sufficient water for domestic use. Uninsured and no means at hand for extinguishing an incipient fire. The cellar of the main building has no drainage, the lack of which renders it almost useless, in fact, deleterious in a sanitary point of view.

In these poorly furnished quarters we found forty-four pupils, besides sixteen officers, teachers and employes, for the support and maintenance of whom the small allowance of $12.50 per pupil per month is made. From this must be provided medicines, tools, servant's hire, repairs, books, school apparatus, musical instruments, fuel, and board of pupils, teachers and servants. We found that with so un-

suitable quarters and meagre means there was a happy home for the occupants. It takes tact and skill, coupled with the severest economy, to make it so, but so it is. Here we see those who are totally blind, and ranging in years from prattling childhood to adult age, besides receiving instruction in the literary and musical departments, engaged for stated hours each day in various mechanical pursuits, from the young and feeble, stringing beads as dextrously as if they had sight, to the robust man in the prime of life, making brooms, mattresses and woven chairs. All are busy during working hours. They acquire equal skill with those who are favored with sight.

In the girls' work room we found the young ladies and small children engaged in knitting and sewing by hand and on the machine, and in various kinds of fancy work. The teacher in this department, Miss N. A. Moore, is totally blind, and was educated in this school. In rented buildings, three blocks west of the main Institute, we found the men's workshop, where fourteen adult males, admitted to learn trades, are employed about eight hours per day, learning to make brooms, mattresses, and to seat chairs, by which employment they hope ere long to earn their own living.

There are over 900 blind in the State. Twenty per cent. of them could be gathered either into the scholastic or industrial departments of this Institution, were there suitable accommodations, and instead of being burdens on individuals and communities, become happy and self-sustaining.

It is not those alone who are burdens on others that seek this school. Children from comfortable and happy homes, are here, from choice, to obtain an education. No parents need fear to entrust their blind children, however delicately raised, to the management of this Institution. Here they will find a companionship congenial to them. None but the blind understand the blind; they have a language of their own. There is a language for each other in their touch,

and it is interesting to notice how the slightest sound, that would pass unheeded by us, is taken up and interpreted by each listening face. As we watched the exercises, musical and literary, of this happy community, we felt that if all these unfortunates could enjoy the privileges of this Institute, they would scarcely feel their affliction. They would have their hours for work and recreation, their hours for music and reading, for they have special books on various subjects of interest to them, and whether in the workshop or at the hearthstone, they would be happy and contented, and going forth from this Institute many of them might minister to others of their class, and carry with them the germs of other schools as happy and useful as their alma mater.

We would therefore recommend, gentlemen, that you and all the friends of the Institution, at once, set to work with the view of obtaining from our next General Assembly a sufficient appropriation to erect suitable buildings. At the head of Center street should be erected an edifice that would supply the wants of the Institute for years to come.

It ill becomes a great and growing State to suffer its oldest benevolent institution to drag on year after year with the present make-shift, when a trifle would suffice. Fifty thousand dollars would erect this building and repair those now occupied.

This amount, we believe, with proper effort, can be obtained. Both economy and humanity demand it. The comfort and happiness of these people depend upon it.

The building should be suitably ventilated and warmed, and made as nearly fire-proof as possible. A fire is something terrible among the blind. A large house, filled with seeing people, on fire, is bad enough, but to think of those deprived of sight, groping among smoke and flames is too awful to contemplate. Such fires occur with alarming frequency. The institutions for the blind in Kentucky, California, Wisconsin and Illinois have been burned down within

a few years, and a $20,000 fire occurred in the New York Institute.

We do not want the lesson repeated here, and as stated, we have no fire protection, no water and no insurance. Should our Institution now burn, and taking the mildest view of it, no lives be lost, we would have no means of taking care of the inmates for a long time thereafter, unless the Legislature were in session.

This is asking no appropriation for local use; it interests the entire State. Uncared for, these people are a burden on certain localities, but it is the people of the State all the same.

We are with commendable philanthropy building as fine a hospital for the insane as any State can boast.

We have a splendid Institution for the deaf mutes. Then let us provide for those who are equally unfortunate.

[Signed.] JOHN R. WHERRY,
J. A. FONES,
WM. CHARTER.

APPENDIX C.

EARLY TRAINING OF BLIND CHILDREN.

AN OPEN LETTER TO PARENTS AND GUARDIANS.

Having been for many years an instructor of the blind, having had hundreds of sightless persons under my care, and having visited scores of them at their homes, embracing all ages, from early infancy to advanced years, and feeling a deep interest in the welfare of this unfortunate class, I feel constrained to make a few practical suggestions to those, who more than all others, have it in their power to benefit the blind, by shielding their earliest years from evil influences, and by starting them in the right direction.

An eminent divine has said: "Give me the children till they are ten years old, and you may have them after that." Meaning that at that early age the germs of character are implanted which no after-training can eradicate.

The tiny streamlet issuing from the spring away up among the mountains, may be turned by the foot in almost any direction at will, but increasing in volume as it plows onward, it becomes in time a mighty river, bearing all before its downward current.

A little bud carefully set in a twig at the right time gives character to the tree and determines whether its fruit shall be sweet or sour, good or bad. So the influences thrown around a young child, and the training he receives in early life, may determine his character for time and for eternity.

Few parents of blind children have any adequate con-

ception of their capabilities, or know how to begin to care for and train so novel and solemn a charge. Many shrink altogether from the grave responsibility, and the unfortunate little one is suffered to grow up, untrained and neglected, to become a burden to himself and to the community. Others reach a similar result by an opposite process. Feeling a deep pity for the sad condition of their offspring, they endeavor by mistaken kindness to make up in some measure to the afflicted one for his great privation. He is indulged and pampered till his character is warped out of anything like symmetry, and he comes to think it is his right to be waited upon and served by all around him.

How are these extremes to be avoided and a judicious early training secured for the blind?

Blind children are scattered, usually only one in a neighborhood. In round numbers there are about one to every two thousand inhabitants in the United States. It often happens that the parents of a blind child never saw another in like situation, and are a little, if any, wiser in anything that pertains to its treatment than they would have been had there never been another blind person.

A mother said to me, "I never saw a blind child except my little son, and I know nothing about raising him." Another mother, evidently a lady of culture, writes in substance as follows: "I have a little daughter six years old totally blind; please write and tell me what I can do for her."

It is to meet cases like these and many others that I write this letter. There are in Arkansas many blind children under ten years of age. If I can awaken an interest on the part of the parents and friends of these children sufficient to secure to them, or even to a part of them, proper home training, I shall be amply rewarded for my trouble, and the children thus benefitted will have life-long cause for thankfulness.

It cannot be denied that blindness is one of the greatest

calamities that afflicts the human race. "What the feelings of a parent in the humble walks of life must be on finding his child hopelessly blind," says W. Hanks Levy, "may more readily be imagined than described." His child forever helpless, dependent on others for the common necessities of life; cut off from the enjoyment of every blessing this world can give, and forever dependent on his father and mother, who can barely, by dint of the most arduous labor, procure daily bread; and even when the warmth of parental affection nerves the father and mother to the firm resolve that their poor sightless child shall never want a home while they have hands to work, even then comes the crushing thought of "Oh! when we are dead, what will our poor boy do?" "What will become of our poor blind child?" Yes, these are thoughts which must convulse the heart of every parent, worthy of the name, at finding himself in such a position, and when two or more children in the same family are without vision (which is more frequently the case than is generally supposed), how crushing must be the calamity! How overwhelming the situation! But the position, distressing as it is, is not as dark as it appears.

The above reflections, though true, are only so to a limited extent; for, by the blessing of God on man's efforts, these calamities may be almost entirely averted.

Courage, then, afflicted father! courage, then, desponding mother! Your Heavenly Father has not left you without cause for hope. If your child is not blessed with sight, yet God has given him faculties which may be cultivated so that the evils you dread may be altogether averted. How, then, it may naturally be asked, is this to be done? The answer is briefly this: Do what you can for your child during the years that he is with you at home, and seek the aid of the benevolent institutions that exist for the assistance of the blind."

The training of blind children, and indeed that of all children, should commence in the cradle and at the mother's

breast; the difference being, that with the blind four senses must be trained to do the work of five; that is, hearing, touch, smell and taste, must be made, so far as possible, to supply the lack of sight.

Three objects should be kept constantly in view, viz.: a healthy body, a sound mind, and correct morals. To accomplish these objects, the blind child, owing to his peculiar condition, will require much more care and pains than he would if he could see. The blind infant should be kept scrupulously clean and surrounded by a cheerful atmosphere. Besides being the recipient of the usual amount of baby talk, it should be sung to, and when the weather is suitable, taken into the open air to listen to the birds and insects, and to inhale the perfumes of flowers.

He should be weaned as early as other children, and should not be encouraged to sleep longer than children with sight. Avoid the use of opiates. He should be taught to walk like other children, and, if healthy, quite as early; guarding him against the fire, open doors, stairways, etc. He should also learn to talk, to feed himself with a spoon, and to dress himself almost as early as his seeing brothers and sisters. Do not say, "it is easier to feed and dress him than to teach him to do it." Very likely it may be so, but remember if neglected in these respects, he will be a life-long sufferer for it.

Train your blind child to the early and free use of his hands, but teach him to be careful in handling objects liable to be injured. Dr. Howe says "It is as unreasonable to tell a blind child not to feel of objects within his reach as to forbid a seeing child to look at them." As, however, the seeing child is taught that it is ill-manners to stare, so the blind child should learn that there are bounds to his examinations by touch. Provide your blind child, whether male or female, with dolls and other playthings, especially musical toys. Teach him the names, qualities and uses of the various objects about him. Call his attention to the different kinds

of birds and insects, and teach him to distinguish them by their varied notes. At the age of five or six he may be taught to read raised letters, to spell the first simple words of one syllable, and afterwards the names of objects about the house and yard. Teach him to count and to perform operations in mental arithmetic, accustom him to commit to memory and to recite passages of scripture, hymns, etc., and to sing simple tunes. Teach him the names of the town and county in which he lives, the names of the States of the Union and their capitals, the name of the Governor of the State, and the President of the United States.

Remember there are many things which the seeing child seems to know intuitively, because he learns them by his own observation, which the blind child must be taught, therefore frequently call his attention to things beyond his reach and encourage him to ask questions about them. For examples, the forms and habits of wild animals, the shapes of tree-tops, house roofs and church spires, the apparent size of the sun, moon and stars, and the appearance of the clouds. Blind children may early learn to distinguish persons by the voice, by the footsteps or by the touch of the hand. I once knew a blind boy who could distinguish every one of more than twenty companions by touching their hands. Upon meeting Laura Bridgeman, the deaf, dumb and blind lady of Boston, Mass., after a separation of twenty-two years, she at once recognized me upon shaking hands. The blind may early learn to tell the time upon a clock or watch, and to recognize different coins, distinguishing between gold and silver, but they cannot tell paper money; neither can they, as some believe, distinguish colors.

Do not allow your blind child to form awkward and ungainly habits, such as working the fingers, screwing the face, putting the knuckles to the eyes, and moving the body back and forward or from side to side. By no means allow him to contract the habit of using tobacco. It is not only a filthy,

expensive and useless habit, but many eminent physicians pronounce it very injurious to the eyes.

Most children are inclined to eat more than is good for them, and blind children have special temptations to gluttony. "Poor child," says a cruelly kind friend, "it is his only enjoyment, let him eat all he wants." Thus habits of gormandizing are formed which injure health, and which may, ere long, make him an object of disgust and perhaps of derision.

Fond parents, spare yourselves and your blind child such mortification by timely restraint. Do not withhold wholesome and needed discipline because your child is blind; but never punish in anger. If correction is needed, wait till you are perfectly calm, and then try to make him feel that you punish for his good and not to gratify your own feelings. If you cannot do that and make him feel that the correction is just it will do little if any good. Should your blind child appear dull and slow to learn, do not frighten and make him worse, by getting nervous and scolding. If, on the other hand, he is quick to learn, do not spoil him by injudicious praise, and by speaking to others of his smartness in his presence, encourage him to join the other children in their sports, running, jumping, climbing and riding with them; and train them to consider him one of their number in all their plans for legitimate pleasures; but do not allow him, on account of his affliction, to claim a lion's share in the distribution of favors. It will make him selfish and overbearing. On the contrary, teach him to respect the rights of others and try to be helpful to all about him. Send him short distances on errands and let him help with house-work, feeding and taking care of stock, etc. Blind boys as well as girls may learn to sew, knit, net, etc. With the training here indicated your blind child will form habits of self-reliance and independence which, in after life, will be more valuable to him than treasures of silver and

gold. While, if neglected, he is likely to become a burden to himself and others.

"If parents could but realize," says the blind English writer, before quoted, "what evils they inflict on their offspring by doing for them those things which they are well able to do for themselves, they would forego any amount of pleasurable satisfaction, and would be willing even to do things which might appear unkind, rather than add to an affliction which in itself is great enough." Let your blind child accompany the other children to the Sunday school and to the week day school. He will learn much by simply hearing the others recite. With your help he can learn the Sunday school lesson at home, and take his place with the best in the class. In the week day school he can recite with the other children in spelling and mental arithmetic, and with a little aid from the teacher or his seeing companions, he may join other classes.

At the age of ten or twelve, he should be sent to the State school for the blind, where, if he has had judicious home training, he will enter far in advance of those who have lacked such aid. In this Institution board and tuition are free to all the blind of the State, of suitable age, character and capacity. When the parents are unable to provide clothing, it is furnished by the Institution and charged to the counties whence the pupils come.

Alphabets and spelling cards, in raised print, reports of the Institution and other information, will be sent gratuitously to any who may desire it, upon application to the Superintendent.

For the sake of convenience, I have spoken of the blind in the masculine gender; but most of the foregoing directions will apply equally well to girls.

Accustom your blind child, whether male or female, to meet visitors in a becoming manner, and to go into com-

pany, observing, so far as possible, the forms and customs of well bred people about them.

This letter would be incomplete should I pass in silence the religious instruction of the blind. "Teach these things to your children" said the great lawgiver of Israel, and he who spoke as never man spake, said, "suffer the little children to come unto me." It is then the manifest duty and should be the delight of parents to point their little ones to the Saviour of the world. I will close with another quotation from W. Hanks Levy, whose work entitled "Blindness and the Blind," I wish could be placed in the hands of every parent of a blind child. Having been blind himself from early infancy, his opinions upon the subject have greater weight. He says "The importance of a truly religious training cannot be over-estimated." * * * *

"For the blind a sound and healthy religious education is even more important than for the sighted, inasmuch as the privation under which they suffer exposes them to many evils to which those who see are not so liable. We know that it has often been said that the blind are not so amenable to temptation as the sighted, but whoever reflects for a few minutes on the subject will perceive that the special temptation to which the blind are liable is one which pervades their whole lives, and far outweighs any advantage that may appear to exist in their favor. The temptation in question is the following: a blind person, as soon as he begins to think, naturally says to himself, 'why am I made to differ from the mass of mankind? Why am I excluded from the inestimable blessing of sight, and thereby made dependent on my fellow man for the common necessaries of life, and cut off from all the beauties of nature? And why am I sent into the world to be mocked by blessings I know to exist, and for which my soul unceasingly yearns, but from the enjoyment of which I am forever shut out?' This is but one of a thousand forms that temptation assumes, and it

exerts a most baneful influence on every blind person who is without faith in God."

How great then must be the importance of training children, who in after life will be exposed to so great a danger, to feel that "The Lord is loving unto every man, and that his mercy is over all his works."

OTIS PATTEN.

APPENDIX D.

CATALOGUE OF PUPILS.

MALES.	RESIDENCE.	CAUSE OF BLINDNESS.
*Anderson, Joseph P.	Pope county	Accident.
Allen, John A	Marion county	Brain fever.
*Bettis, Benjamin	Jackson county	Purulent Ophthalmia.
*Bunyard, J. S.	Franklin county	Sore eyes.
Boone, G. W.	Van Buren county	Sore eyes
Bohley, Charles F.	White county	Scrofula.
*Cantley, John C.	Nevada county	Whooping cough.
*Conkel, Harry	Fort Smith	Cold.
*Carter, Wm. E	Pulaski county	Accident.
*Connor, W. H.	Independence county	Erysipelas.
*Davis, John H.	Howard county	Congenital.
Davis, Willie R.	Howard county	Congenital.
Dougan, Thomas	Arkansas county	Congenital.
Draper, John	Dorsey county	Typhoid fever.
*England, David P.	Prairie county	Sore eyes.
Eoff, John J	Johnson county	Accident.
Garrett, Maucil J.	Clark county	Congenital.
Goodrum, Edward A.	Lonoke county	Congenital.
*Hornberger, John H.	Van Buren county	Whooping cough and brain fever.
Hayes, Johnnie C.	Lonoke county	Congenital.
Johnson, Benjamin G.	Woodruff county	Inflammation.
*Kinney, Osborn A.	Prairie county	Accident.
Keller, Joshua	Clay county	Sore eyes.
Korn, Wm. A	Hot Springs	Sun stroke.
*Locke, Francis M.	Little Rock	Atropy optic nerve.
*Mason, Lafayette	Yell county	Congenital.
*Mason, Leander	Yell county	Congenital.
Marshall, Oliver.	St. Francis county	Spotted fever.
McAdams, Henry F.	Benton county	Scrofula.
Parker, Wm. J.	Faulkner county	Unknown.
Roady, Leander F.	Washington county	Fever.
Sims Charles	Pulaski county	Cataract.
Shelton, Dallas Homer	Lee county	Sore eyes.
Treat, Edward C.	Marion county	Brain fever.
Villines, Johnnie	Newton county	Erysipelas.
Wells, John Emmett	Clark county	Congenital.
*White, Lewis	Pulaski county	Congenital.
FEMALES.	**RESIDENCE.**	**CAUSE OF BLINDNESS.**
*Bennett, Lucinda E.	Saline county	Accident.
Bennett, Missouri E.	White county	Congenital.
*Brooks. Nancy J.	Crawford county	Sore eyes.
Byrd, Sarah	White county	Chronic gran. Opthalmia.
*Clapp, Delila E.	Crittenden county	Chronic gran. Opthalmia.
Church, Katie	Lonoke county	Purulent Opthalmia.
*Cooper, Josephine F.	White county	Sore eyes.
Clark, Laura H.	Crawford county	Sore eyes.
Conger, Martha J.	Franklin county	Typhoid fever.
Crist, Sarah E.	White county	Brain fever.
Caruth, Nancy J.	Faulkner county	Sore eyes.
Dunlap, Sarah E.	Calhoun county	Sore eyes.
*Dickey, Rebecca F.	Pulaski county	Fever.
Davis, Louisa F.	Logan connty	Sore eyes.
Ferguson, Emma F.	Pope county	Congenital.
Ferguson, Victoria	Pope county	Congenital.
Graham, Mary E.	Carroll county	Congenital.
†Hoyl, Alice C.	Franklin county	Sore eyes.
Jones, Martha	Independence county	Congenital.
Johnson, Fannie C.	Greene county	Purulent Opthalmia.
Long, S. Rebecca	Franklin county	Sore eyes.
McClure, Virginia	Baxter county	Congenital.
*Perciful, Berline	Lonoke county	Purulent Opthalmia.
Roland, Edna M.	Yell county	Small-pox.
Rowland, Lura	Franklin county	Fever.
Renfroe, Letitia E.	Arkansas county	Unknown.
Smith, Fannie M.	Pulaski county	Sore eyes.
Seamans, Viola Eudora	Arkansas county	Sore eyes
*Taylor, Talitha C.	Garland county	Sore eyes.
Vaughan, Adeline	Washington county	Sore eyes.

*Discharged. †Deceased.

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[illegible] closes the [illegible] of the State [illegible] of sound mind and body [illegible] years [illegible] inclusive [illegible] medical [illegible] without [illegible] be admitted [illegible] to receive [illegible] unanimous vote of the trustees and the consent of the superintendent. Applications for the admission of pupils should be made to the Superintendent, Otis Patten, Little Rock, Arkansas.

[illegible] is not intended for persons who [illegible] those who wish to [illegible]

[illegible] will then [illegible] be treated [illegible] but such as wish to receive instruction and have not sufficient sight to [illegible] in schools for the seeing.

Pupils should enter at the commencement of the session, or as early as possible, and should remain until its close. In case of extreme destitution, clothing will be furnished at the expense of the institution; but their friends should do all they can for them in this [illegible]

Every [illegible] entering should bring a certificat
from the County Judge, that he or she is a legal
resident of the county, also a certificate from some
[illegible] physician, that he or she is free from a

[illegible] as a [illegible] offensive disease, and if arrived at a
age when the character is formed, a certificate o
good moral character signed by two or more re
sponsible citizens.

Parents should not allow their blind boys t
chew tobacco or smoke, or to form any repulsiv
habits. Teach your blind children to dress and un
dress themselves, to use the knife and fork, and t
be about without a leader. Alphabets, in raise
letters, will be sent to any blind child who applie
or them.

OTIS PATTEN, Superintendent.